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ABSTRACT

The UNICEF Committee of Australia met in Melbourne (Australia) in August of 1980 to discuss development education. The first part of the proceedings contains the welcoming address, the opening address, and a list of papers delivered. The process, content, critique, and needs of development education are discussed in the first paper. The second paper contains a case study of a 12th grade teaching unit on the topic of the world food problem. A reaction paper is also included. Recommendations from group discussions, which investigated ways in which organizations and systems could further development education, and the summary address are included in the last part of the publication. Included among the recommendations are that development education be promoted as a curriculum perspective that is applicable to all subjects at all levels of education and that the power of the media be utilized to help package and sell such curricula. Commitment, cooperation, communication, and change are necessary. (RM)

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THE UNICEF COMMMITTEE OF AUSTRALIA

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PROCEEDINGS OF THE EIGHTH ANNUAL CONFERENCE HELD AT THE MASONIC CLUB, MELBOURNE ON 10 AUGUST 1980

TOPIC: DEVELOPMENT EDUCATION

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1. WELCOMING ADDRESS

Mr Bill Langshaw
President
UNICEF Committee of Australia

Distinguished Guests, Ladies and Gentlemen, I would like to begin by welcoming Dr Idoyaga, the UNICEF Representative to Australia and New Zealand. Dr Idoyaga has been in the country since February this year and he will be opening the conference in a moment.

I would also like to welcome Dr Robin Burns, our Key Note Speaker, Carol Dunstan on my right who will be assisting Robin in her presentation and Dr Ron Browne, Secretary of the Australian Education Council.

I am particularly pleased to be able to welcome Neil Batt, the Deputy Premier of Tasmania to our meeting. His name has been in the newspapers of late in connection with UNICEF and I am very pleased that he has found the time to come to our Annual Conference today.

We also have with us today Mr Barry Harley who is on home leave from Pakistan. I believe that Mr Harley will be a valuable contributor to our conference. He will be able to bring us "down to earth" if we get too up in the clouds in our thinking on developing countries.

I am also very pleased that we have representatives from various education departments; Mr Speight, Heather Felton, Miss Ilrick, senior department officers from South Australia, Tasmania and New South Wales along with Tony Hepworth from the Riverina College of Advanced Education. There are others from Universities and Colleges but I ask you to forgive me since I have not had the opportunity to meet you all.

It is good that we have been able to persuade so many people from other aid organisations and from education authorities to join our own UNICEF committee people in coming together to discuss this very important topic which will, as a follow-on from the International Year of the Child, be playing an increasingly important part in the work of UNICEF in the year ahead.

I would like to ask Dr Idoyaga, the UNICEF Representative to Australia and New Zealand, to join me. Dr Idoyaga has come to Australia with wide experience in the work of the United Nations High Commissioner for Refugees and other UN agencies as well as a career in University teaching. He is therefore well qualified to open our Development Education Conference.

OPENING ADDRESS

Dr Hugo Idoyaga
UNICEF/UNHCR Representative
Director
United Nations Information
Centre, Sydney

Mr Chairman, Distinguished Guests, Ladies and Gentlemen,

Two weeks ago, towards the close of a genial gathering of Sydney-based UNICEF Committee members, your President, Bill Langshaw, wearing an expression of pure innocence, suggested I open the Committee's Development Education Conference.

It was mainly due to the disarming way in which your President extended the invitation that I accepted with confidence even though I am far from being an expert in the field; and though I realise I do face many leaders in Development Education in Australia. I am very pleased indeed to be able to share the early stages of your Conference with you.

Those of you who attended the UNICEF Committee's Annual General Meeting yesterday will be aware of the tremendous demands on UNICEF and on its limited resources and manpower. You will appreciate the degree to which, in taking up its extended work-load, UNICEF must turn to national governments, to non-governmental organisations and to the public for additional support.

Increased backing will not be readily forthcoming if the outlook of individuals behind national goverments and NGO's is limited to their own experiences and patterns of living, or while those individuals are unable to form concepts of the lives and the goals and the ambitions of others living outside their own environment.

UNICEF recognizes the need for broader understanding and appreciates the importance of Development Education in its role of advocacy for children and mothers in Asia, Africa, the Pacific and Central and South America.

Thanks to the effort of the UNICEF Committee of Australia, many of you will already know that in both UNICEF Headquarters in New York and in the UNICEF Office for Europe situated in Geneva, there are Development Education Officers who, with their colleagues, have been building a Development Education programme and preparing a quantity of very useful resource material - particulary slide sets for distribution through National Committees, to Education Departments, NGO's and the public.

Needless to say, this cannot be treated as a one-way operation. Those officers in New York and Geneva require your views from Australia, your constructive criticism and your suggestions on co-operation for optimum results.

It has been the practice after previous conferences for the UNICEF Committee to publish a Report of Proceedings and Findings. I look forward to the release of a report on today's proceedings, as do my colleagues in New York and Geneva.

One of the more cynical pieces of advice offered to me for this occasion was that with Development Education one should say whatever one liked but not at any price attempt to define it. I trust that nothing I have said regarding UNICEF's recognition of the importance of Development Education in its advocacy of children will be regarded as establishing or limiting a definition. By the same token, I hope that as little as possible of the limited time available to this Conference will be taken up in the search for a final satisfactory definition.

So without attempting to define Development Education I think we are all agreed that those of us living in developed countries need to develop or regain the ability to form concepts of patterns of living of people in other countries which we can relate to our own patterns of living for the benefit of a related global development.

A lot can be gained from constructive discussion on UNICEF's programmes and material in relation to Australian outlets and needs and from an exchange of your own experiences.

Mr Chairman - I wish you an enjoyable and productive meeting and have very much pleasure in declaring the Conference open.

3. DEVELOPMENT EDUCATION

Dr Robin Burns
Lecturer
School of Education
La Trobe University

Mr Langshaw, Guests. Ladies and Gentlemen. What I would like to do today is to avoid the awkward question of definitions and rather put before you some ideas about what is involved in development education. Secondly, as I understood today's meeting was particularly concerned to look for possibilities for co-operation and working together across some of the diverse fields that are represented here, I have asked Carol Dunstan to come and share this presentation with me. Carol has worked over two years to make some of the ideas about development education into a concrete programme, which also has some useful lessons about work between teachers and agencies.

I wish to start with some basic assertions about what is involved in development education. They can be summarised as follows:-

ESSENTIALS OF DEVELOPMENT EDUCATION

PROCESS:	reflection and action passive → active object → subject
CONTENT:	being human in society changing society
CRITIQUE:	of society of education of knowledge
NEEDS:	Frameworks: closed → open Knowledge - attitudes - skills Time dimension

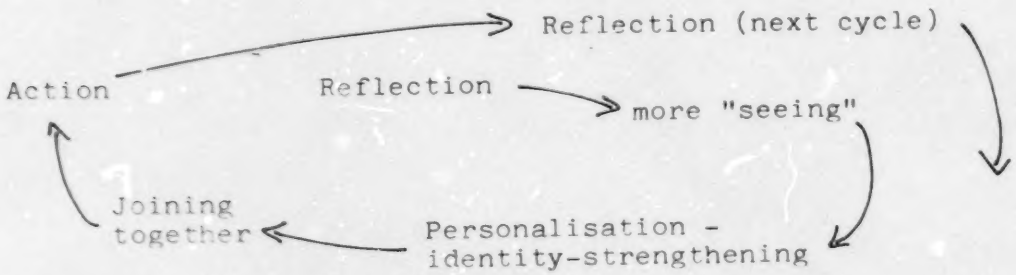
Thus, development education consists of three main aspects:

1. It is a process. We tend to think that in a short space of time we can come to grips with a near formula to explain what development education is. Before tackling questions of content, especialy the frequently-posed issue of whether or not we should confine this to the developing countries, the focus on process puts a perspective which enables us to begin to understand what we are doing and some of the interconnections between different aspects.

The process has three such basic aspects: firstly, it consists of reflection and action. These can appear to be jargon words which put people off. However, when we look more closely at the reflection-action process, we can begin to see just what is involved in a stage-by-stage beginning on a process in which you can involve people in becoming more aware of the world in which they live, more open to that world and more able to develop strategies for operating within that world. And further, it is not just the world of today, but of the future, in which they will be participating.

My Swedish colleague Stig Lindholm has worked out what he calls the "animation" (or reflection-action) spiral, which sums up the way in which hand-in-hand, process by process, we are involved in work that starts when people reflect about the reality around them. Perhaps this beginning is the hardest part, and we need to be aware that individuals will have different starting points and hence the whole development education process does not fit in to a single way.

THE REFLECTION / ACTION SPIRAL



After Stig Lindholm. Conjoining - Identity - Meaning
University of Stockholm, Department of Education, 1975.

The Brazilian, Paulo Freire, has done most to demonstrate what the process is all about, starting with the reality that people know. In the classroom, this may mean starting with a multicultural group and the experience of diverse cultures which is a reality for those children. It may mean starting with previous work they have done on Asia or Africa, or a topic like food, health, housing and so on. The important thing is that whatever our starting point, we go on from there. Freire would say reality is what we know, and we help them to see beyond it. So we go from reflection to "more seeing": we ponder on what we know. We start to ask more critical questions about things and this leads to a strengthening of the individual. We tend to think we are mostly concerned with a process "out there". But it must be firmly based on the individual and what she/he experiences, her/his becoming more involved in the process of her/his life and the steps needed to become aware and involved in the world outside.

The next stage in the spiral is joining together. This is a realisation that the individual alone can do very little, that we are members of society, and that development education itself is about society and therefore about learning new ways to work together. In the classroom, for example, it may mean new ways of group work. It may also mean changing our models from competitive, individualistic work to new, co-operative forms for both teachers and pupils. Through the way we form our working patterns there can come the realisation that in the long run, the future of this world is through interdependence and therefore we must start to learn new skills for living and working with each other.

We move then to action, and at least at the level of the formal classrooms, we become most confused here. We think we are concerned about teaching kids to learn certain contents and the ways to do this. So often action is put forward to the future, after school, rather than seeing that we need to practise action skills now, to begin to learn ways of acknowledging and grasping the world. Whether it is a simple task like asking kids to go out and talk about issues with their friends and parents, getting or making presentations of work in local shops, banks and the like, some active involvement will not only reinforce knowledge but extend the range of skills. Nor can we stop still at the practice stage, for the experience and insights thus gained lead back to new reflection. How did it go? Was it successful? What went wrong? What might make us do it differently in future? How does this relate to our first ideas?

And so a new segment of the spiral **process** begins.

Secondly, we are also concerned with making the passive active, with enabling people who are normally seen as the recipients of our knowledge and directives, into active participants in the knowledge-seeking process. Not even the "experts" know the last word, and therefore an essential part of this process is to see people as active participants in their reality and to assist them to find ways of realising this. In turn, this involves a view of how we imagine the future will be. So much of our thinking about, and practice of, education is static, or an extension of the present, with the "leaders" and manipulators making our decisions for us.

There is thus a third vital aspect, concerned with our view of people as objects or subjects. Development educators affirm that people are not objects to be manipulated, but subjects, each with a history and each able to participate with other subjects in making the world into the sort of place where we and our futures will be realised, and in which we play an active part.

2. Content: We cannot, however, be merely content with setting a process in motion, for there needs to be some content and substance for the process. It is difficult to determine the content and ideal starting points beyond the subjective realities of the participants, the points where they begin to ask questions and take a more critical look at those realities. But some broad guidelines can be suggested.

Firstly, we need to affirm the human being and what it means to be human - our potentials, problems and the like.

Secondly, we also need to have a fairly firm notion of the society in which people live, and we need to see that not simply in terms of a national society nor purely an international one, but to begin to develop concepts from basic groups to the most inclusive and the sorts of links between these. We can learn about society as an ever-enlarging series of circles, starting with the individual, in her/his family, school, social club etc., then within the bounds of the nation, region and finally world. So we are concerned with a framework to organise content which enables us, whether our focus is on poverty, sexism, conflict in the classroom, or at a global level, to recognise that the framework for looking at society will give us clues to the sorts of processes to set in motion in order to make the desired and actual worlds come closer together.

Thirdly, then, we are concerned about change. We are not simply interested in what the world is like now, although we do need a sound understanding of that in order to be able to do anything about it. But we also need to come to grips with the concept of change - both changes already going on that effect our lives, how the changes here will affect others in different countries or different sections of our own society and what changes we would like which are not currently taking place.

3. Critique: While it may be the most difficult aspect of development education with which we have to come to grips, the elements of both the process and the contents imply critical thinking about the present. What we are essentially doing is to set in train a process to make people more critically aware of the world in which we live, nor can we exclude ourselves from this since we are not outside the process but co-participants in it.

There are three main aspects for the focus of critical attention. The first is of our present society, both the problems that beset it from all the conflicts of interest and power, and the way these operate to maintain the status quo. Development education is thus concerned with knowledge, techniques and skills for working for change. It is not just a negative process of listing all the ills of the world, but of looking critically at those aspects which can be altered, particularly through the process of bringing people together to reflect on their world and to devise ways in which they may begin to do something to change it.

Development education is also critical of formal education. This may seem too obvious, but if we look seriously at what people have been doing in education in the last 10-12 years, in fact if we look at the reasons why development education has come into being, the trend has been to start with a challenge to the hopes that had been held out to make, through education, a better world. Education has in fact made people more passive. It can, further, be seen as a way for sorting people into pre-determined occupational and status slots which they well occupy in later life, rather than seeing education in its original latin sense of leading people out, to newer things. Much of education is the training of people and has lagged behind other social changes

Innovations have been attempted. But we need to come to terms with the ways in which the things we do to people in formal education confirm what they already have and try to make them satisified, rather than preparing them for new things and for changing that which they do not like.

The critical aspect of development education springs from such considerations. It is concerned with the quality and the content of the process that goes on, not only in formal education but in all those places where people come to live and learn. The way in which that learning takes place is also considered important, for even if we must accept that education is a dependent institution, it does affect the lives and life - chances of those experiencing it.

Finally, development education implies a critique of knowledge itself. Knowledge in our world is increasingly so complex and fragmented that we come to rely more and more on "experts", who tend to mystify in difficult language what we could know but which we feel unable to grasp because of the way it is packaged. Even the experts consider that they only know about parts, and very few people try to put the parts together, so it is little wonder that we feel increasingly that things do not make sense.

The way knowledge is packaged and handed out in pre-determined ways to learners makes them feel that if only they can get all the "facts", then they have "got" the last word on a particular issue. Other veiwpoints, feelings and emotions and relationships with other aspects of a topic tend to be ignored, and once we have got hold of a subject we can file it away at the back of our minds as "done". Thus, teaching tends to be for closure rather than openness, leading to new connections and active seeking after knowledge. For example, ecology has become a quite popular topic for consideration in schools. It can be taught in a number of ways using a variety of new methods, and is sometimes considered a separate, inter-disciplinary subject (environmental studies or the like). However, it can also be taught in traditional disciplines such as geography and biology, and the tendency in all approaches, but particularly the latter, is to want to draw all the threads together at the end of the topic, rather than seeing this as the opening-out phase where new connections, which can be built on later, are suggested.

We need to ask many questions about our approach to knowledge through education. What chance, given the current definitions of what is appropriate knowledge to be transmitted in the classroom, is there for development of non-intellectual skills and "hidden" talents? Why do we package certain topics for transmission in certain time units - subjects, periods, terms - to people sorted by age, while in other settings such as agencies and non-formal groups quite different approaches and assortments are used?

A critical awareness, lateral and creative thinking and imagination are needed to have the will to find new working forms in all educational settings. Can we make inter-disciplinary approaches work, or are they doomed to be merely an ill-matched assortment of bits and pieces that don't make sense? What are the effects on learners of our current packaging and categorising of knowledge and appropriate learners? Does this keep the educational entrepreneurs and textbook sellers, leaving the learner a passive object who merely receives what expertise someone else has decided to pass on to her/him? Or do we see teachers and learners as co-participants in the generation and transmission of knowledge, working together to discover new forms, new ways of thinking, new perspectives, new ways of learning about the world and acting in it?

Development Education: Some Ways Forward

Carol will present some ways to realise the principles of development education within her subject area in the school classroom. Before she does, I would like to suggest that there are three basic needs to be taken into consideration in planning development education activities.

1. Frameworks: How do we consider the topics, especially how do we conceive the development process? Is it considered as something separate, or do we have an idea that it is related to issues such as peace, ecology, the environment, resources, lifestyles and power? I think development education is basically concerned with the development of frameworks for understanding and increasing social knowledge: it is about life in contemporary society and planning for the future. Thus we need to be able to take account of new knowledge and situations, to reasons, feel, live and act in the uncertainties of a period of rapid social change, in ways that make sense to us, rather than leaving us overwhelmed by a feeling of powerlessness about situations which we do not understand and over which we can have little control.

2. Attitudes and Skills: We are not only concerned with intellectual or cognitive knowledge, but the whole person, the way he/she thinks, and feels about him/herself and others, and ways to communicate what we think and feel. Therefore, part of the enpowering process of development education is to learn new communication and participatory working skills. We are so locked in to individual often competitive, working methods that we need to learn new alternatives. Do we also have the critical skills to look at the information presented in the media and elsewhere and make our own evaluations of it?

Attitudes are also important, for much of our action is not guided fully, if at all, by rational processes of thought nor by emotions, and development of either the intellect or the emotions alone is lopsided. Further, attitudes have an intellectual, emotional and action side, and will not change without changes in all three aspects, so we cannot, for example, expect to combat racism through facts or the arousal of guilty feelings alone. Just as I have argued that the various institutional problems of society are inter-related in a complex way at different levels, so too are the diverse aspects of the individual human being.

4. "THE WORLD FOOD PROBLEM"
A Case Study of a Teaching Unit in Development Education

Mrs Carol Dunstan
Home Economics Teacher
Eltham College, Eltham

Mr Chairman, Distinguished Guests, Ladies and Gentlemen,

I am currently a Home Economics teacher at Eltham College. This is a modern co-educational, non-denominational private school on the outskirts of Melbourne. Home Economics is an area of study concerned with the development of the individual within the social unit of the family; and the relationship between the family and the society. There is now a Year 12 course called Human Development and Society.

It is difficult to determine what initiates a concern for the plight of our fellow man, especially those that are far removed from us. Many factors must play a part in this and some circumstances just fall into place. Through a process of reflection certain factors stand out as significant in motivating such a concern. Being concerned in this field yourselves you may find it an interesting process to analyse what sparked your interest in this field. My own education consisted of a humanities background taught by very concerned teachers who initiated discussion and interest in world issues. The opportunity to travel and live as a local within another culture heightened my interest.

The early years of my teaching training provided a very limited outlook as it emphasised the traditional English heritage. The course has since expanded and so too has the scope of the subject. As I see Home Economics, it has a great deal of potential for highlighting the extent of the world food problem, specifically and the more general concept of world development. Food is a key issue in this and therefore both the social and physical effects of a deficiency of food can be highlighted through the study of nutrition and child development.

As an educator I have developed this unit to teach as a means of fostering concern for world issues. This is in keeping with one of the main overall aims of the course of the Year 11 level, i.e. to promote an appreciation and tolerance of different ways of life through a cross culture approach to subject material and develop social awareness.

UNIT FRAMEWORK

The place of this Unit in the form 5 Human Development and Society.

The course has 5 broad topics to be integrated together:

TOPICS -
1. Social Significance of Food
2. Australian Food Patterns
3. The World Food Problem
4. Detailed Study of the Nutrients
5. Human Development and Growth through the life cycle.

This course has as its primary emphasis the social rather than the scientific significance of the topics. A cross cultural approach has been used as far as possible to encourage this emphasis.

CONTENT RATIONALE

Unit or Work on "The World Food Problem"

A. Preparation and background material
B. Identification of the problem
C. The implications of the problem
D. The causes of the problem
E. Solutions currently being applied and evaluation
F. Recommendation and potential for further action.

(For details of each of the six topics and their aims, refer to Appendix I).

As the food shortage was the specific topic to be studied the introductory material was centred around establishing in detail why food is necessary. Then what specific foods and nutrients were necessary. This was covered very generally and then the focus brought onto protein. Protein is the most important nutrient for growth and development. It is the nutrient which shows greatest disparity in distribution throughout the world. This inter-relates the work on the nutrients, growth and development, and the social problems associated. Through a detailed knowledge of the physiological functions of protein, greater depth of knowledge of the implications of a protein deficiency can be obtained. The implications of a deficiency on the growth and potential of a child is studied in greatest detail, as this is where the greatest impact is seen. The quality of protein available throughout the world varies so drastically especially from the quality available in the Australian diet.

To show the relative nature of our understanding of starvation and malnutrition these terms are defined and examined. The students are asked to question their own feelings of hunger, and then to consider people who are really starving. So we start with the individual gradually working out his/her experiences. This also introduces the extent of the problem.

To highlight the size of the problem, maps showing graphically the proportion of the world living on a low protein low calorie diet are used. Through discussions on Australia, it is highlighted that the average food intakes do not show discrepancies within the country as indicated by the Australian Aborigines diet.

Once the size and magnitude of the problem have been identified, it is then that the social effects are investigated. This gives the social implications of the problem at three levels. This is where the work on protein is specifically applied again when looking at the effects of a deficiency on the individual, retarded physical growth and mental development, resistance to disease, and general apathy. These are then multiplied to the community level in terms of a high infant mortality, low morale, lowered ability to work and take initiative. Thirdly, this is extended to the national level. Through the three levels it is emphasised that there is a cyclic effect with not just one cause nor one solution. This cyclic concept is introduced here and referred back to later when evaluating what is currently being done and what possibly could help.

By establishing the extent and implication of the shortage of food it is intended to bring the students to the point of asking, "why?" "What are the causes?" The very obvious causes usually offered are discussed first. To this stage it has been a gradual process of conscious raising of the issues and extension of the student's view of the world. A critical look at the superficial reasons often offered as the causes of the problem is needed here. An emphasis is made that there is not one simple cause nor one specific answer. By this stage there is a tendency to become overwhelmed by the enormity of the situation and this may lead to a feeling of futility. To counteract this and to try to deal with more concrete manageable issues, the students choose a group of people to study in detail. By working through a specific case it can be highlighted that there are many issues involved, many of which are related to the culture and the socio-political state of the people. Through the class doing different topics and eventually sharing their work with the class, it can be seen that one solution will not apply in all situations.

It is also at this stage that there is a danger of just raising consciousness of the problem and not guiding a change in behaviour and attitudes. I see a number of problems in this, firstly that it is seen as far too large a problem and that it is far beyond anyone doing anything at a grass roots level, the fatalistic attitude. Secondly, if there is identification of where the problems exist, but not examining the economic political causes therefore necessary, action is seen in a need to do more of what we have already tried and not challenging our present behaviour and life-styles. Both these outcomes may be more detrimental than helpful as they discourage any definite change and encourage a continuation of the present system. Dudley Seers points out similar sentiments in his review of the film "Five Minutes to Midnight".

> (1) "To feel the emotion of pity, which is deliberately worked, may for many people be a substitute for action ....."

Therefore the topic must be extended beyond this to pose the question "Why have we not been able to solve the problem?" In doing this, a critical examination of the existing programs needs to be undertaken, and an understanding of the economic structures at work, and their underlying politics.

This is a more delicate task and must explode many of the previous solutions put forward. Why has the Green Revolution not solved the problem? How beneficial is the sponsoring of one child to the solving of the problem? Three levels are examined, the international, national and local agencies.

One of the key problems to convey to the class is that of powerlessness. To affluent students sitting in a very pleasant classroom setting, it is very easy for them to make suggestions for people to form groups and take community action. Role playing was used partially here to highlight these feelings.

After critically looking at the existing work being carried out at the three levels it is necessary to bring the issues back to the individual and in a more positive light. There is nothing to be gained by criticising and not offering alternatives, but there is also a danger of giving simplistic, unrealistic solutions. Through the individual projects that students investigated, it can be seen that action needs to be appropriate according to the problem. With this, there is also a need to question our own way of life and consumption pattern. Examples of ways people are trying to effectively take actions are given such as, the "Nestles Kills Babies" campaign. The organisation of a pressure group.

This last topic is the most difficult but most important. We all face the problem of what can be done. What can the individual do and what is the best course of action? A speaker presenting political solutions was seen by the students as too biased. The more controversial issues need to be handled with balance if they are not to be counter-productive. Rather than look at the political economic solutions, which are the most abstract, an alternative is a critical examination of their own lifestyles. Thereby, using the concept of "spaceship Earth" having limited resources and the disparity between the quantity of resources we consume compared to others.

Some Problems and Recommendations

To collect information and ideas, I contacted agencies and interviewed a number of personnel. This was a very time-consuming task, especially as there is no co-ordination of resources. Being realistic as to the time teachers normally have for the collection of outside resources, I feel much good material is not getting through to the classroom. It is fragmented in too many different places. It is often necessary to preview the materials beforehand and this is difficult when they are widely spread.

The actual material I would like to see more of is factual statistics which are standardised for easy comparison. There is an abundance of statistics on population size, but in my particular field a lack of standardised statistics on different average protein intakes or Kilojoule intakes for different countries in a form that can be easily compared is lacking. Materials generally which give comparisons, especially to Australia, are valuable as they bring the information back to the individual. Case studies are another means of personalising otherwise dry factual information.

The whole question of what can the individual do was a difficult area to find material. Case studies of action by individuals and groups both here and in other countries would be helpful. Videos are becoming far more useful in schools as opposed to films or posters. They are very transportable and convenient, with schools being able to keep their own copies easily.

There are a number of problems associated with the use of speakers which I experienced. Liaison with the school is necessary to ascertain the types of students, the level and the approach which would be suitable. There is a tendency to use a set package of slides and a set script. A more flexible approach is needed in terms of time, type of material and approach suitable to students and subject. Many were surprised that Home Economics teachers would be interested in this field. There is a tendency to try to convey a large quantity of factual information within a short time. For a speaker to be of value, it is necessary for both the teacher and speaker to be clear what are the main points they wish to get across, rather than isolated facts.

The area of teacher education is where there is room for motivating and developing this area. The teachers will have the skills and ability to teach these issues if they are motivated and aware. So it is at teachers colleges and tertiary institutions that they must be exposed to the ideas and materials available.

Critical Evaluation of the Unit

Within the restrictions of the subject and the time, there is a limit on the extent that the real issues raised in this unit can be explored. Where I see this type of work being most effective would be an integration of a unit taught concurrently across social studies and economics, thereby really coming to a depth of understanding of the problem, rather than cover superficially the economic and political implications. This would also mutually reinforce ideas.

I feel that there has been a general raising of consciousness, but little else. After thinking through the influences that stimulated my interest in the area, I am heartened that maybe the effect is not seen immediately and it is likely to be unrealistic to hope for a recognizable change.

(1) Dudley Seers, Pity and Politics; In Learning for Change in World Society; London World Studies; Project 1976 Refer Appendix (10).

APPENDIX I

COURSE OUTLINE FOR 1980

TOPIC AND AIMS

1. What Food We Need

Students to understand the importance of protein in the diet.

To understand that different types of diet have different sources and quality of protein.

To promote an appreciation of the advantaged diet we have available.

To be skilled at using food composition tables and comparing foods nutritionally.

2. Where Is There a Shortage

To be able to identify where there is a shortage of food and the extent of this problem.

To appreciate that hunger is relative and discrepancies exist within and between countries.

3. What Effect Does This have

To understand the effects of a deficiency of protein and calories on an individual, the community and nation.

To understand the cyclic nature of this effect.

For students to appreciate the resulting lack of control individuals have in the cycle.

4. What Are The Causes

For students to question what causes the shortage of food to some people.

To critically examine some of the claimed causes.

To undestand that there is not one simple solution.

For students to research into a particular group analysing the present situation and make recommendations.

To understand the inequitable distribution of protein.

5. What Is Being Done

To critically examine the existing programs.

To evaluate the effectiveness of these programs.

To make the distinction between different types of aid and the motives behind these.

6. What Can Be done

For students to be questioning action they can take and changes that can be effective.

For students to propose viable propositions to their area of research.

To appreciate that the solutions have to suit the problem. That there is different action that can be taken by individuals and action groups and from a Government level.

To question attitudes on our world view.

5. REACTION PAPER

Dr Ron Browne
Secretary
Australian Education Council

Mr Chairman, Dr Idoyaga, Distinguished Visitors, Ladies and Gentlemen,

I should like to thank you for honouring me by your invitation to present this reaction paper. I hold in very high regard the work of UNICEF at the international level and wish to particularly compliment your committee for the work you are doing in promoting a consciousness of UNICEF among Australians and in supporting particular programs including the project for Indonesian children with visual problems.

Firstly, I bring the greetings of the current Chairman of the Australian Education Council - the Hon H Holgate, the Tasmanian Minister of Education. The Council supports the observance of Universal Childrens' Day each October and should you wish to raise any relevant education issues with the Council, the Chairman would be pleased to receive submissions or delegations.

The Council is comprised of the Commonwealth, State and Northern Territory Ministers of Education and the New Zealand Minister normally attends meetings. The Standing Committee consists of up to three nominees of each Council member - usually the heads of Education Departments, Post - secondary Co-ordinating Commissions and Technical and Further Education Authorities. It is perhaps relevant to mention that two of the main functions of the Council are to promote the development of Australian education and to consider the effects of education policy on community development.

I was most interested to hear Dr Burn's views on Development Education in which she emphasized that it is concerned with helping people to increase their understanding of the world - their immediate "world" as well as the global community, or should I say communities. She stressed that it is concerned not only with the learning of skills for survival but also for changing environments with a view to people living in a context in which they can hopefully develop to their full potential. I believe that these should be fundamental tenants of our philosophy of education.

While in the past, educators have often been basically concerned with passing on the traditional aspects of the surrounding culture and teaching children to fit into an immediate vocational setting, there is now a desperate need for our teachers, and parents as well, to embody this developmental philosophy. This emphasizes the nurturing and fostering of each child's capacities to cope with the world of the future and to develop a respect for other cultures with which they, both directly and indirectly, will come into contact during their lives. Education thus has to also be viewed as a life-long process.

Australia has been described as a young society - young in terms not only of the age distribution of our people but also in that there is a new and quite unique mutlicultural mix in so far as our population is concerned. In my view, it is absolutely imperative that we give deep consideration to the challenges and also the opportunities that this presents. Could we be a pace-seter in promoting the philosophy and practices of Development Education? Some early visionaries saw Australian society in the 1880's and 90's as the social laboratory of the world; while I believe this was a somewhat exaggerated claim, it still provokes one to ask whether we really could become an exciting social and educational innovator during the remaining years of the present century.

The education system is critical for social stability and cohesion, and also for social and national progress. But we must ask, what comprises the education system? Our teachers are a critically important element and I firmly believe that, for the furtherance of Development Education there should be a major effort to inspire and captivate the imagination of teachers in training. I would strongly recommend that your Committee see this as a task of high priority.

I should now like to turn to another issue. Phillip Coombs has argued that:

> "technology has produced gross harmful effects; it has jeopardized and is still disturbing the balanced relationship between man and his environment, between nature and social structures and between man's physiological constitution and his personality".

We have to work to remedy this state of affairs and to forestall the dangers deriving from the post-industrial era that we are moving into headlong. The quality of life in the future will depend on making conscious decisions now regarding the values and principles which should guide our society and also about the type of society we want in the future rather than being swept along by technology.

I believe that there is a large reservoir of well intentioned and highly principled people in the Australian community - teachers, social workers, doctors, and in fact from all walks of life - who would avidly support the UNICEF cause. The issue then becomes how can we communicate the work of and the challenges facing UNICEF to these people effectively and then how can we best channel their efforts in appropriate directions and to desired ends.

Underlying such a thrust however, is the need to alert our children, our teachers and our future teachers to the message of UNICEF. I believe that the perspectives of Development Education should be the key to this and it certainly is one of the most promising constructs currently available for those responsible for guiding the general direction of society and also reshaping our education policies.

Just to draw some threads together, if we are really concerned with the question of working here together in Australia, one way of taking this forward is to concentrate on a particular theme. One that immediately comes to mind is food, nutrition and world hunger, since it is not only a basic and critical issue but can be approached through a range of subject areas.

Agencies have valuable information on projects, field experience, contact with groups at home and abroad, and new ideas and perspectives on the issues as a whole.

Teachers have the skills to convert material into lesson plans, and while the sorts of increasing pressures on them today often mean that they do not always seek new topics or materials, they can, in co-operation with those who have the resources, evaluate and use them.

A third group consists of teacher educators, those with other knowledge about the substantive issues, and those with an overview of teaching, attitudes, curriculum processes and so on.

There is thus a possibility to draw three groups together, tapping a variety of knowledge and skills to work on a concrete task which will begin to show how the principles of development education can be applied in a concrete educational situation.

I will leave it at this point, hoping that some of these issues, some of these challenges, will be taken up, knowing that there are people who have come here specially today, who are prepared to offer some of their experiences in this diverse task.

6. RECOMMENDATIONS FROM GROUP DISCUSSIONS

The conference was invited to consider, through group discussion, ways in which various organisations and systems could further development education.

Five groups of five or six people met for about one hour. Each group was invited to discuss two common topics plus two additional topics chosen from a selection of six.

The two topics discussed by all five groups were:

* The role of the aid agencies, with particular reference to UNICEF and the UNICEF Committee of Australia, in the total development education process.

* The positive outcomes that could result from this and similar conferences.

Additional topics were selected from:

a. The role of the primary/secondary education systems in the total development education process.

b. The role of Colleges of Advanced Education and Universities in the total development education process.

c. The role of the adult education system in the total development education process.

d. The role of non-governmental organisations including churches, service organisations, business houses, unions, political parties, etc., in the total development education process.

e. The role of the media in the total development education process.

f. The role of Third World countries in the total development education process.

The five discussion group leaders and the additional topics selected by their groups were:

* The Hon. Neil Batt, M.H.A.
  Deputy Premier and Treasurer of Tasmania
  topics d and e

* Mrs Heather Felton, Senior Education Officer
  Curriculum Centre, Tasmanian Education Department
  topics a and b

* Mr Tony Hepworth, Lecturer in Education
  School of Education, Riverina College of Advance Education
  topics b and c

* Ms Helen King, National Education Officer
  Austcare
  topics c and e

* Mr Neville Ross, Secretary
  ADAB/NGO Committee for Development Co-operation
  topics d and f

GROUP ONE Leader: The Hon. Neil Batt, M.H.A.

Ms Anne Wallace, Information Officer of the Australian National Commission for UNESCO, edited the group's recommendations in the absence from Australia of Neil Batt.

The group saw a parallel between the present stage of development education and awareness of environmental issues 15 years ago. If we had tried to predict then the level of community awareness and its impact on the environment fifteen years ahead, we might have been quite despondent, but a lot of progress has been made. We expect the same sort of processes will be needed over a long period of time to develop the educational effects that we are seeking.

When the group looked closely at non-governmental organisations, we recognised that in the churches, the unions, major business organisation, political parties, and service groups, there are already people (just a sprinkling maybe) who, with support and encouragement, could promote a development education awareness within their organisations. We also noted that at some stage in their lives, wherever they may live, virtually everybody belongs to some sort of extended network: one works in private industry, another in some sort of professional organisation another is a member of a union or a local community or a voluntary association. By a dissemination process through these various constituencies starting with the key people at or near the top of the entire community can be reached, hopefully from several different overlapping sources.

Two prerequisties for effective action through these channels are the establishment of a network of contacts, regularly followed up, and the availability of experts who can provide accurate, 'hard' data.

In looking at the role of the media in this process we recognised the criticism that has been levelled at them for reporting only the most sensational in world events and not the 'sucess stories' or the processes of change that underly events. However, the impact of the Media Peace Prize and discussions at various recent media seminars encouraged us to hope for an increasingly responsive attitude in the future. Once again, leadership at senior editorial level is essential to fuller media reporting of development issues.

Recommendations:

(i) A concerted campaign that will reach not only the media; but also the other groups that were discussed. The campaign needs a focus; something very visual such as a series of television programmes. It should be possible to obtain the necessary support, finance and encouragement to be able to mount a series of top-rate television programmes that would look at development issues in the same way that someone as popular as David Attenborough looks at the environment.

(ii) ACFOA is the logical body to undertake a co-ordinating role in the work.

(iii) That the Australian Committee for Overseas Aid take the following approaches and actions for the furtherance of a vital and active Development Education Programme.

* Contacts with leaders of political parties, the churches, major businesses, trade unions, professional bodies, service organisations;

* close consultations with senior media staff and personalities;

* an approach to the media, business and other organisations with a view to obtaining sufficient interest and funds to enable a series of television programmes to be produced.

(iv) That ACFOA take the initiative in co-operation with leading individuals in universities, educational authorities and other appropriate bodies in order to bring together an ongoing national consultative committee to set these activities into motion.

GROUP TWO Leader: Mrs Heather Felton

Recommendations:

(i) Development education should be promoted as a curriculum perspective that is applicable to all subjects at all levels of education.

(ii) In promoting development education in primary and secondary schools the Committee should

* strengthen its existing relationships with the education systems within each state: catholic, independent and governement.

* seek ways to influence and work with appropriate groups and individuals within education generally (e.g. professional teacher associations; consultancy services; Curriculum Development Centre; Schools commission; Australia College of Education; Australian Education Council.

(iii) When undertaking the development of teaching materials, the Committee should seek the support of education systems and, wherever possible, the active involvement of appropriate officers from those systems.

GROUP THREE Leader: Mr Tony Hepworth

Development education is in many cases only a piously expressed hope. Development education becomes a reality when teachers and learners alike are known for their deeds and not just for their fine words. What we do, rather than what we say, is what counts in development education.

Curriculums are slow to change, because teachers and society are basically conservative. It is difficult to introduce and have accepted, understood and practised any new curriculum. It is even more difficult when the curriculum is a development education one that wants to challenge that same society that is allowing it to be introduced. It seems obvious that development educators need to move cautiously - and yet of course, the need is so urgent.

It is not difficult to justify any of the claims of the need for development education. Firstly, development education at some centres of learning, e.g. the Universities of Bradford, Sussex and Oslo, is regarded as a viable and valuable subject for study at the undergraduate and post-graduate levels. Secondly, it is in our special interest to give some consideration to our neighbours in Asia and the Pacific - even if it is only to understand the extent of their problems, their indigenous solutions to these problems, and how those problems affect us. Thirdly, and most importantly, from a humane point of view it is important that we understand the problems that beset the poor, underpriveleged and oppressed. If problems can be understood, then maybe solutions can be found.

Recommendations:

(i) The introduction of development education curricula should be across the board, i.e. in primary, secondary, tertiary and adult formal and non-formal education.

(ii) The power of the media should be utilized to help 'package and sell' such curricula.

(iii) There is a need for society to beleive in the need for development education curricula if their introduction is to be successful.

(iv) At the state level people of influence can approach college councils, boards of governors, academics, researches, Asian Social Studies teachers' associations, etc.

(v) Staff and student exchanges with, and tours to, Third World nations can be encouraged.

(vi) The media can be required to subsidise 'Peace Prizes'.

(vii) Industry should be tapped for financial support.

(viii) At the national level a lobby can be formed to support the concept of a Peace University. If a Peace University is not thought appropriate then the lobby could argue for the establishment of chairs in peace education and development education.

(ix) One of the immediate problems is that teachers find difficulties in locating information that answers basic questions about health, incomes, diet, trade, technology, production, resources etc. At the same time, much of that information is available in a variety of books, posters, magazines, tables etc. It is suggested that pilot dossiers be prepared on two or three of these topics in such a way that information can be extracted for presentation to a range of audiences. These dossiers would not attempt to present information at any great depth. Their main purpose would be to introduce the topic and provide stimulus for further study.

GROUP FOUR Leader: Ms Helen King

Development education, well what did it mean to us? Everything from a form of personal development which would give an insight to the Third World to the concept of "Development Education" as a seed and its cycle of growth and propagation, a circular and never ending process of learning and understanding, creating awareness.

How then could adult education systems contribute to this process of learning and understanding. Discussion centred on methods of educating adults about development education. Both formal and informal channels could be used. It was important above all to know how to approach adults about development issues and to remember that children could enthuse parents on these issues as well. The emphasis was to have flexible education systems to meet the needs of adults in this subject.

Flowing from adult education came the question of the Role of the Media in "Development Education". This is probably one of the most useful mediums to promote the subject but is under-used, due to the lack of awareness amongst journalists, and the managers of radio, TV and the press. This lack of awareness is particularly evident in news coverage of the Third World which does not proceed beyond the sensations, tourism or crisis events.

Recommendations:

(i) There is need to explore the creative use of the media to promote positive reporting on Third World development.

(ii) Aid agencies should play a leading role in promoting change in both adult education systems and the media to encourage awareness of development education.

(iii) Aid agencies need to advertise their presence more widely explaining who they are and what they do.

GROUP FIVE Leader: Mr Neville Ross

Recommendations:

(i) In considering the role of the Third World in development education we should:

* ask ourselves who exactly makes up the Third World
* listen to the voice of the Third World
* listen to the ordinary people
* ask ourselves how we can hear them
  - by bringing them here?
  - by listening without paternalism or maternalism?
  - by influencing mass media to cover their voice?

(ii) The role of NGO's (churches, service clubs, business houses, trade unions, political parties, etc) in furthering development education should include:

* creating awareness
* developing self confidence
* generating a liberating influence
* promoting concerned leadership
* developing understanding of change
* undertaking responsive action

(iii) A working group of UNICEF and other people needs to be set up to further explore directions for development education with particular reference to co-operation with other groups.

(iv) The UNICEF Committee of Australia can request the National Council of ACFOA to initiate liaison and co-ordination amoung NGO's in the field of development education.

(v) We perceive within ourselves and within our organisations an overly critical attitude to the ways in which others differ from us while we forget our common aims and our common humanity. We must learn to accept and work with others in the areas we agree on and to recognize their right to differ.

7. SUMMARY ADDRESS

Mr Robin Burns
Lecturer
School of Education
La Trobe University

I have attempted to put today's deliberations together, and I think what I would like to indicate, with a little bit of movement, is some of the enormous range of issues that we have in fact raised today. I have tried to jot down the very enormous number of areas that we have in fact touched on, which for me is, in itself, exciting because so often when groups like this meet together we only talk about our own agencies and perhaps reach our own membership.

It is interesting that it is only the last reporter who mentioned the membership itself - either we are all aware or have given up for dead. However, what it is that is exciting from all of this is the range of resources which we have identified.

We were talking about things like communication between the teachers in a school; between schools and parents; between Education Departments and agencies; between teachers associations, professional associations and education departments; between schools, between state systems, and I think that it is relevant to take into account all these diverse ways in which we can get together.

What has come through to me is what I call the "Four Cs". The first, and it was interesting the number of group reports that raised this, was commitment.

I think the message has come through loud and clear, that here we have a body of people each of whom has a network of other people with whom they are in contact, who have a commitment to raising these issues, and to seeing something concrete and practical done about it.

Secondly, everyone has talked about co-operation, both where it exists, and where it needs to be forged in new ways. I think this is again a most relevant and important point, because after all, one of the things we are talking about in development education is increasing the co-operation for problem solving of our important world issues. The point that we need to take, that Tony made, is to show, by deeds and not just words, that we can work together about the issues which we are asking other people to work together on. This is a very important one indeed.

Thirdly, we have been talking about communication. We have talked about all the groups about whom we need to know, each other, and all the groups that we would like to reach, as well as establishing some concrete groups, with whom to co-operate and to whom we wish in the first instance to direct our communications.

Certainly we have identified so many areas and so many issues that we could all go away thinking, "where do I start?" I think to realise the size of the task, but also to realise the wealth of resources that we have to draw on, is important, and to think very seriously about establishing further channels for communications so that we know what the others are doing, so that we know some of the ways in which we draw on other people, to help us in that task.

Finally, what development education is all about: change. We are working together, after all, for change, and I think that again is something we need to keep very strongly in mind. I was interested that we all laughed when it was mentioned for example that we might have a university of change. In fact there is in Belgium a Univeristy of Peace and these sorts of constitutional changes come about through people working together who have a vision of something that can be achieved, and can set about and systematically establish the task.

We have looked in most groups, I think, at the problems and the general undesirability of introducing a new subject which may be implied, for example, in establishing a new institution as well. But I think there is also a point in looking at the question of bringing things to the fore, and at least at the level of training some of our people, asking why not an Institute of Development Studies. It was argued for in '72, '73, '74 where groups of people were really lobbying for this, and as usual what we have got was seen within an academic framework at the Australian National University.

We are, however, concerned with change. As some have said, we were so good in sticking to our UNICEF delegate message that we did not talk about definitions. We didn't really get down to that at all, and we have all been talking about tasks without really defining development education. I think that has been really healthy, because we have got a lot further in our discussions than I have seen in meeting after meeting of this sort.

However, I venture to suggest a very simple task definition that may take us the next step forward, one which I think has come as a recommendation from every group. It is the development of task forces, initiated by agencies drawing off the diverse groups that we have identified. To do what? To take further the dialogue, the urgent need to communicate to people where they are, not only young children, not only leaders of industry, business, governement and so on, but to communicate with people, who feel for the urgent issues facing the world, the needs which exist, and the ways in which we are called to take seriously the contemporary world in which we are living, with all its problems and all its hopes and fears and prospects too, its potential as well as its difficulties. And to do this in order that the world of tomorrow will be one which incorporates values, aspirations and ideas which we all think will bring about a better future.

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